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# STARS

## Statewide Training and Regional Support

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Lee Mitchener Tolbert Center for  
Developmental Disabilities - University  
of Oklahoma Health Sciences Center

Annual Report - 2005

June, 2005



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SoonerStart Early Intervention Program, and the Department of Human Services –  
Developmental Disabilities Services Division*

# STARS

## Statewide Training & Regional Support

### Mission

The mission of STARS is to support the provision of individualized, comprehensive, multidisciplinary, family-centered, community-based programs and services for people with disabilities through a coordinated statewide training system.

### Philosophy

STARS training workshops are built upon the following philosophies and beliefs:

- Training should be focused on the learner, not the person with a disability.
- Services are to be provided in the person's naturally occurring or least restrictive environment and focus on the individual's, family's and care-provider's concerns and needs.
- Interdisciplinary or transdisciplinary are the preferred models of service delivery in which a high degree of interaction and communication occurs among team members and family members and/or care-providers are equal members of the team.
- Person's who attend STARS trainings listen to the desires for the person with a disability, assist the care-providers in identifying strategies to meet their outcomes and supply the technical assistance and coaching the person needs to carry out their plan. Care-providers are acknowledged as the source for information and perspective regarding their child and culture.
- The privacy of people with disabilities and their families is respected and decisions of families are honored.
- Individuals interacting with families recognize , acknowledge, respect and build upon the ethnic, cultural, and socioeconomic diversity of each family. They demonstrate a desire and commitment to learn from the family, care-providers and community as much as they desire to share their knowledge and expertise.
- Persons not present for discussions and interaction are talked about only in ways in which they would be referred if present.
- The people-first philosophy is used in all communication and interactions. People are considered people first and are not identified by their disability, race, background, culture or socioeconomic status. Children are not "CP kids" but are children with cerebral palsy, nor is a mother referred to as "a teenage mom," but rather a mother who is seventeen. The person always comes first and unless pertinent to the topic , the disability, race, etc. need not be automatically attached.

## Beliefs about Personnel Development

- Personnel development should be an integrated part of the early intervention service delivery system.
- Personnel development should assist individuals to achieve expected competencies.
- Personnel development should be ongoing based on individual and team development plans.
- Personnel development opportunities should be provided at the lowest level possible.
- Personnel development occurs through multiple learning opportunities that include coaching by team leaders, mentoring by team leaders or peers, "just in time" learning/training, individual exploration, group training by team leader, and "outside" training.
- Every team needs a leader or leadership team to guide it's development and ensure ongoing superior performance.
- Team leaders are responsible for ongoing development of the team and individual team members.
- Assessment of an individual's professional development should be part of the individual's performance appraisal process.
- Team leaders should be trained how to support teams and individuals through the processes of coaching, mentoring, confronting, training and group process facilitation.
- Team leaders need to receive ongoing coaching and support from state level staff, consultants and other team members.

## Workshop Criteria

- Focus on evidence-based practice.
- May focus on specific age groups while keeping in mind life span issues related to the topic.
- Have an interdisciplinary focus.
- Provide follow-up activities and assignments for participants.
- Require that participants develop a "back home plan" for sharing applying newly learned skills and sharing information with other members of their team.
- Provide "hands on" learning opportunities or have direct applicability to the target population.

- Feature instructors who have familiarity with the target audience(s) and how to apply the content to those intervention settings
- Provide information that is directed to the learner, not the child or person with a disability.
- Provide information that is applicable in least restrictive or natural environments.

## Advisory Board

Julie Smith	STARS Program Director	Tolbert Center
Cynthia Bernadi-Valenzuela	Early Intervention Administrator	OSDE
Sherry Blazi	Social Worker	SoonerStart
Vicki Borycki	Program Consultant	OSDH
Traci Castles	Family Services Coordinator	Tolbert Center
Audra Haney	Regional Early Intervention Coordinator	SoonerStart
Treasa Lansdowne	State Plan Grant Coordinator	OCCY
Danette Daniels	Child Development Specialist	SoonerStart
Carol Johnson	Nurse	SoonerStart
Tara Lozano	Parent	
Lynne McElroy	Nutritionist	OSDH
Beth Martin	Speech Services Supervisor	OSDH
Earlene Mason	Vision Consultant	SoonerStart
Paula Brown	Disabilities / Mental Health Manager	Head Start
Mark Sharp	Associate Director, Special Education Services	OSDE
Michelle Simon	Resource Coordinator	SoonerStart
Amy Wells-Norman	Program Consultant	OSDH

The STARS Advisory Board met on August 10, 2004; November 2, 2004; January 25, 2005; February 22, 2005; April 5, 2005; May 24, 2005; and June 7, 2005.

## Summary of STARS 2005 Activities

- Provided over 50 technical training workshops.
- Featured six out-of-state speakers on topics of Autism Spectrum Disorder (inclusion, assistive technology), sibling perspective, peer strategies to support appropriate behavior and social skills, routine based interventions, staff development strategies for early intervention leadership to facilitate the development and implementation of family guided routines, and communication assessment and intervention for early communicators.

- Sponsored three break-out sessions at the 2005 Governor's Conference.
- Sponsored \$2,500 for the Oklahoma Family Network Conference in November 2004.
- Conducted six regional trainings for all SoonerStart personnel about assessment and Individualized Family Service Plan development.
- Training for all regional early intervention coordinators and resource coordinators on the Ages and Stages Questionnaire and Ages and Stages Questionnaire for Social-Emotional.
- Seven providers completed the competency-based training for *Supporting children with challenging behaviors and their families*.

## Summary of the SoonerStart Family Service Coordinator Activities

### FY 05 Trainings/Presentations:

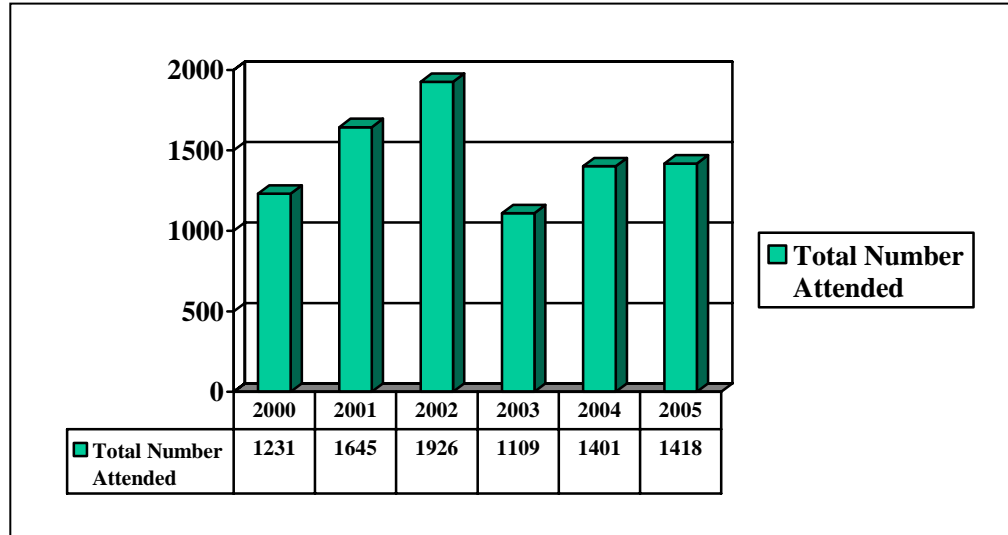
Parenting a Child with a Disability	Nat'l Organization for Mother's of Twins Conference	OKC	8.30.04
Telling Your Story	OU Medical Center/OGAT	OKC	9.16.04
Transition from SoonerStart	Dept of Rehabilitation Science w/ Julie Smith	OKC/Tulsa	9.28.04
Empowering Families Through Support & Mentorship	Oklahoma Speech, Hearing and Language Association Conference	Tulsa	10.15.04
Strategies for Your Child's Challenging Behaviors	Oklahoma Family Network Conference w/ Beth DeGrace	OKC	11.06.04
Transition from SoonerStart, IEP development	STARS w/ Julie Smith	OKC/Tulsa	11.18-19.04
Empowering Families Through Support & Mentorship	OU Family Medicine Board	OKC	1.22.05
Transition from SoonerStart	STARS w/ Julie Smith	OKC	3.4.05
Oklahoma Family Support Principles to Practice	STARS w/ Jan Watts, Oklahoma Center for Learning and Leadership	OKC	3.24.05
How to Support a Child with Selective Mutism	Mid-Del Special Services	MWC	3.25.05
Empowering Families Through Support & Mentorship	OU Special Ed PhD class	Norman	3.30.05
Empowering Families Through Support & Mentorship	Oklahoma Governor's Conference	Tulsa	4.4.05
Parent's Rights in Special Education	STARS w/ Angela Kelley, Oklahoma State Department of Education	OKC	4.8.05
Bereavement: Grief & Loss	STARS w/ Joni Bruce, OK Family Network	Tulsa	4.28.05
Telling Your Story	The Oklahoma Children's Conference	Tulsa	4.29.05
Practical Supports for Kids with Anxiety Disorders	NAMI Conference	OKC	5.6.05

### FY 05 Oklahoma Family Network Mentorship Trainings

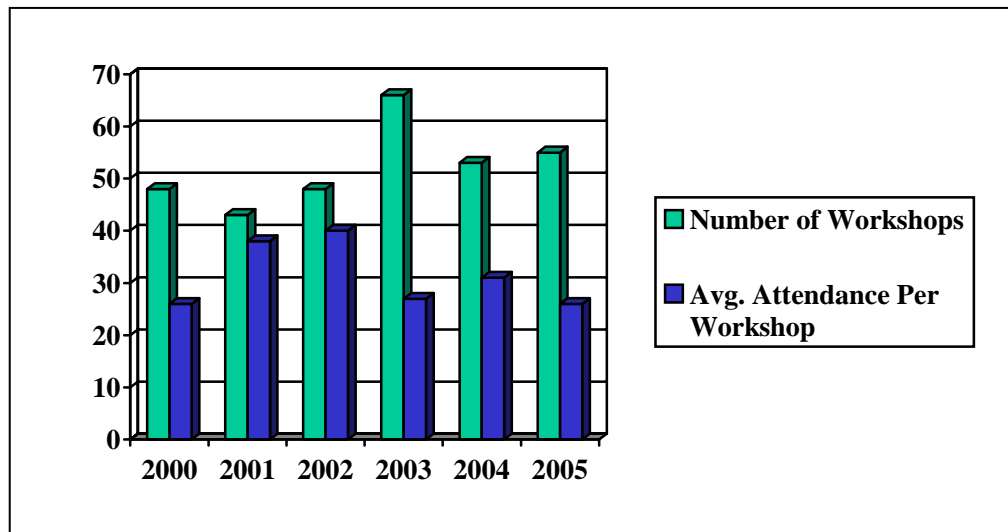
Oklahoma City	11.6.04	Woodward	6.14.05
Enid	2.10.05	Oklahoma City	6.25.05
Tahlequah	3.5.05		

# STARS Attendance Report July 2004 – June 2005

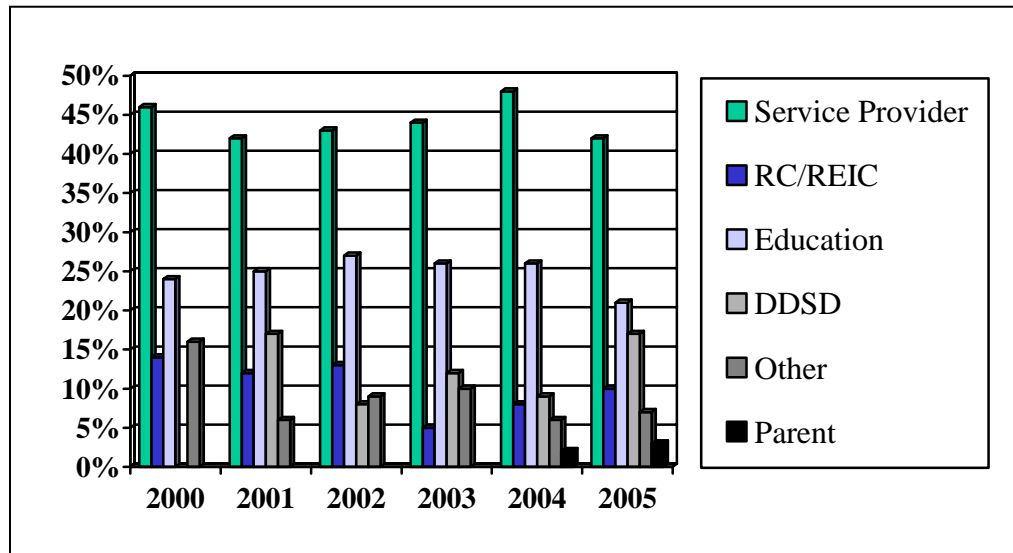
## Total Attendance



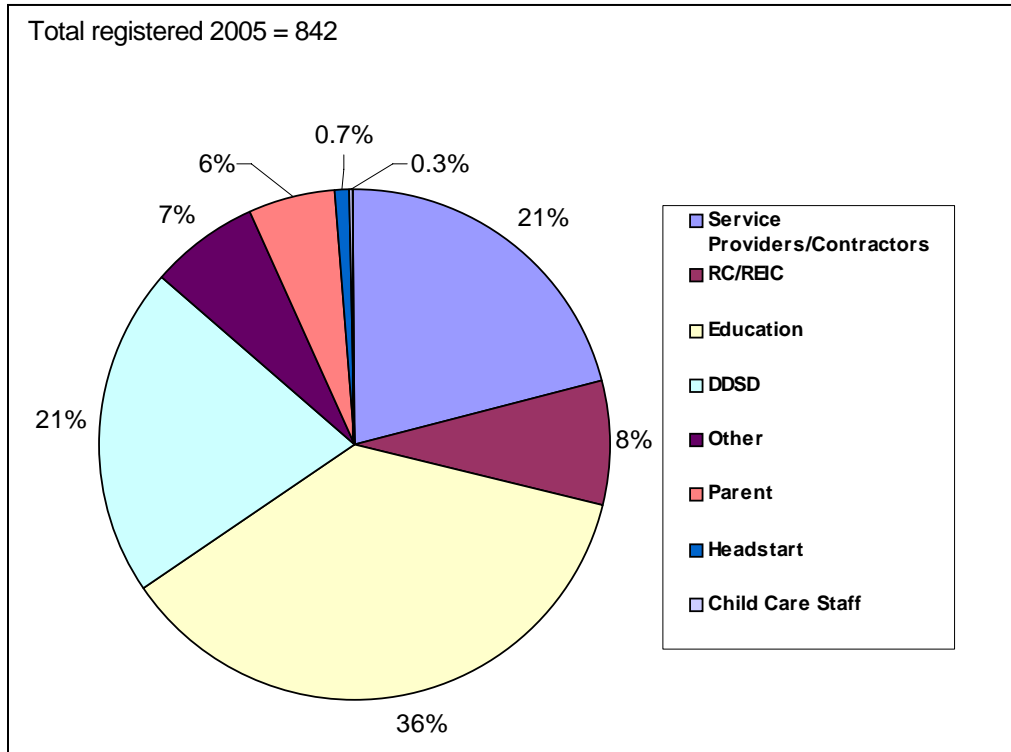
## Number of Workshops & Average Workshop Attendance



## Attendance By Type of Participant



## Registrations for 2005



## STARS Activities 2006

### SoonerStart Web-based Orientation

STARS is developing a web-based orientation for new and current employees. The project will be maintained at the Tolbert Center.

Modules of the orientation include: foundation of early intervention, team process, public awareness / central directory, procedural safeguards and family involvement, SoonerStart process, other (to include home safety, time management, billing and documentation, data collection).

Piloting of the web-based orientation is planned to occur early fall 2005. Implementation will be coordinated among the agencies to insure that all employees and contractors complete the training within the determined time frame.

### Supporting Children with Challenging Behaviors and Their Families

The STARS Level II Supporting Children with Challenging Behavior and their Families Training is designed to prepare early interventionists to:

- Work with families who have children with challenging behavior and/or Autism Spectrum Disorder.
- Screen children for Autism Spectrum Disorder.
- Be effective team members.
- Implement collaborative practices across teams and programs to deliver effective intervention in natural environment using strategies that are scientifically based.

The training is competency based and includes the completion of a portfolio and approximately 40 hours of training and technical assistance.

### STARS Needs Assessment Results 2006

STARS consists of basic and intermediate level workshops organized in five different areas: development and intervention, evaluation and assessment, assistive technology, medical concerns, and professional topics. Annually, a needs assessment is sent to all service providers and service coordinators, Section 619 Preschool providers, Part B special education teachers and related service providers, Head Start, childcare providers, and Department of Human Services – Developmental Disabilities Services Division related service providers. Priorities are set and technical assistance planned primarily based on the results of the needs assessment, on results from program monitoring, and on current best practices. The information below summarizes the results of the on-line STARS Needs Assessment for 2006.

**Key of Participants:**

- EI SP = Early Intervention Service Provider
- EI RC = Early Intervention Resource Coordinator
- PS = Preschool
- S = School-age
- DDSD = Developmental Disabilities Services
- Parent = Parent / Caregiver
- Other = Paying Participants

**Completed Surveys: 333** (some individuals work for more than one program)

- 106 SoonerStart
- 76 Service Provider/Contract
- 30 Regional/Resource Coord
- 106 DDSD
- 22 Parent
- 80 Other including Head Start
- 89 School Personnel
- 3 Preschool Teacher,
- 87 Regular Teacher, Related Service Personnel, Special Education Teacher, Oklahoma School for the Blind

**Years working with people with disabilities**

	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
Less than 2 years	24	5	5	1	3	7	1	4
2-5 years	55	15	5	-	16	13	7	15
6-9 years	56	13	3	-	13	15	3	16
10+ years	199	43	17	2	55	71	11	46

**Length of training time preferred:**

	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
One, ½ day (4 hrs)	31	1	1	2	10	15	-	12
One full day (6 hrs)	290	74	27	1	76	86	19	66
Two, ½ days	5	-	1	-	1	-	-	2
Two full days	8	1	1	-	-	5	3	1

**Preferred training days (choose up to 2):**

	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
Monday	85	24	9	-	22	18	6	19
Tuesday	81	13	3	2	12	43	7	22
Wednesday	86	13	3	-	15	44	8	23
Thursday	152	35	15	2	37	56	10	26
Friday	203	56	26	-	64	37	13	51
Weekend	32	3	-	1	9	9	9	17

**School personnel, would attend trainings during summer months**

43 June

24 July

28 August

**Will attend workshops that occur in a series:**

	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
Consecutive days	204	47	21	1	46	67	14	52
Nonconsecutive days	102	24	6	1	37	30	6	19
None	24	4	3	1	4	7	1	9

**Preferred training format (choose up to 3):**

	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
Computer/Web-Based Learning	87	10	6	-	21	43	7	24
Discussion Group	101	15	11	2	21	40	9	26
Distance Learning/Video Conference	61	20	4	-	14	17	5	14
On-site Consultation	97	27	10	-	24	29	9	19
Regional Team Training	133	49	20	1	22	41	4	22
Self-Paced Instructional Materials	48	6	3	-	13	18	4	13
Workshop	298	74	27	3	78	87	20	75

**Disciplines needing continuing education credit for state licensure requirements:**

Total: 173

Audiologist	Paraprofessional
Case Manager	Physical Therapist
Case Manager Supervisor	Physical Therapy Assistant
Child Development Specialist	Psychology Clinician (Master level)
Clinical Social Worker	Registered Dietician
Registered Dietician	Registered Nurse
Licensed Marriage and Family Therapist	Special Education Teacher
Licensed Professional Counselor	Speech Language Pathologist
Occupational Therapist	Teacher of children with visual impairments

Certified Occupational Therapy Assistant / Blindness

**Preferred location of trainings:**

	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
OKC	196	45	17	1	64	49	17	48
Tulsa	135	33	17	-	23	48	3	34
Distance Learning	21	6	2	1	5	6	2	10
Other:	55	9	4	1	15	22	4	15
Ada	4	1	-	-	1	1	-	1
Altus	2	-	-	-	-	2	-	-
Ardmore	3	-	-	-	2	-	-	1
Bartlesville	1	-	-	-	-	1	-	-
Duncan	1	-	-	-	-	-	-	1
Durant	1	1	-	-	-	-	-	-
Edmond	1	-	-	-	-	-	1	-
El Reno	3	-	1	-	-	-	-	2
Enid	7	-	1	-	1	3	1	1
Lawton	8	-	1	-	1	3	2	1
McAlester	3	-	-	-	1	1	-	1
Moore	1	-	-	-	-	-	-	1
Muskogee	3	-	-	-	-	3	-	-
Norman	19	3	1	-	6	3	-	6
Pauls Valley	2	-	-	-	1	-	-	1
Pryor	1	1	-	-	-	-	-	-
Sapupla	1	-	-	-	-	1	-	-
Shawnee	16	4	1	-	5	3	-	3
Stillwater	2	-	1	-	-	1	-	-
Vinita	2	-	-	-	-	2	-	-
Weatherford	1	-	-	-	-	-	-	1
Woodward	1	1	-	-	-	-	-	-

Yukon	1	-	1	-	-	-	-	-
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### Potential Workshops:

The following list of *potential* workshop topics is ranked by frequency of participant interest. Participants were asked to check the 7 topics they would be most interested in attending in 2004. Shaded responses represent the top 20 percent within each participant type.

Topic	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
	333	76	30	3	87	106	22	80
Autism and spectrum disorders	126	18	4	1	38	53	9	30
Common syndromes and conditions overview	113	14	5	1	38	46	7	30
Brain development	91	21	8	1	23	29	6	24
Challenging behaviors	89	14	6	1	23	30	8	26
Sensory Processing	84	20	5	2	22	20	11	25
Age-appropriate functional interventions	82	6	1	1	33	36	8	20
Alternative therapeutic interventions	67	14	3	-	17	33	2	15
Stress reduction techniques for families	66	5	13	-	10	29	11	13
Seizure disorders	63	8	0	-	22	31	5	15
Issues and strategies for working with children with severe and multiple disabilities	60	13	4	-	25	18	3	11
Evidence based practices	58	6	2	2	19	24	6	16
Transitioning from school services	58	-	2	-	21	30	7	11
Feeding: Oral motor and feeding skills	57	28	1	-	16	13	4	9
Vocational placements for people with disabilities	54	-	1	-	13	32	6	15
Community-based interventions	49	2	4	-	6	35	7	11
Parent-child attachment and bonding issues	46	15	11	2	4	7	1	13
Families and crisis	46	6	12	-	3	18	7	9
Mental health: bi-polar disorder in early childhood	44	9	2	-	10	15	2	15
Mental health: anxiety in early childhood	44	16	5	-	4	9	4	11
Augmentative communication: Assessment and intervention	43	8	0	-	18	16	10	7
Learner directed intervention	42	8	4	-	12	13	4	11
Basic Spanish	42	7	6	-	7	21	2	10
Parenting issues	41	7	9	-	4	4	4	16
Assistive technology and funding	41	3	-	-	10	26	6	9

Topic	Over-all	EI SP	EI RC	PS	S	DDSD	Parent	Other
	333	76	30	3	87	106	22	80
Advocacy and caregiver organizations	40	2	10	-	5	18	9	8
Individuals with Disabilities Education Act, 2004	38	3	2	-	18	10	6	8
Conflict resolution in a win-win way	38	-	4	1	6	23	7	7
Professional writing skills	38	3	1	-	6	23	10	6
Medical terminology: Understanding and explaining	37	4	3	-	6	20	4	6
Grant-writing and identifying alternative funding for school needs	36	1	2	-	20	9	6	10
How to write an effective IEP	36	1	2	-	18	9	6	10
Poverty and its effects on the family	36	8	6	1	4	10	3	10
Promoting functional use of assistive technology	36	6	-	-	16	16	4	5
Beyond toys and switches	35	5	-	-	13	17	3	7
Beginning communication strategies	35	11	-	-	14	8	3	7
Vision: Cortical visual impairment	33	14	-	-	13	4	4	9
Mental health: families and depression	33	5	6	-	3	12	3	9
The impact of mental health issues on the parent child relationship and child development	33	13	4	-	1	5	3	9
Awareness of Meth Labs	32	7	6	-	3	15	3	4
Early childhood services in childcare settings	32	17	7	-	4	3	2	3
Curriculum adaptations in the schools for successful inclusion	31	2	-	1	16	5	6	13
Hearing: Functional sign language – introduction	31	5	-	-	4	21	3	7
Developmentally appropriate practice (DAP)	30	8	1	1	8	13	3	9
Prenatal exposure to chemicals and infectious diseases	30	16	4	-	3	6	1	5
Issues in ethics	28	3	2	-	5	15	2	7
Picture exchange communication system: Introduction	27	6	-	-	11	6	5	7
Cultural diversity	27	1	2	1	4	14	4	7
Picture exchange communication system: Follow-up	27	4	-	1	10	11	5	6
Grandparents raising grandchildren	27	5	7	-	1	9	3	3
Transitioning from SoonerStart to Part B services / IEP development	27	2	10	-	9	4	3	3
Integrated services in the schools	27	1	-	-	21	2	3	3
Schedule boards/finish boards	27	6	-	1	15	5	2	3

Topic	Over- all 333	EI SP 76	EI RC 30	PS 3	S 87	DDSD 106	Parent 22	Other 80
Typical and atypical development across developmental domains	26	5	2	1	12	2	1	12
Mental health: infant	26	17	3	-	-	-	-	8
Bilingual Issues	26	3	6	-	5	9	2	5
Feeding: Transitioning from gastrostomy to oral feedings	26	12	-	-	7	10	-	4
Personal Safety	26	3	1	-	3	18	4	3
Adaptive toys and switches	25	5	1	-	13	4	1	5
When to report suspected child abuse/neglect	24	3	-	1	12	7	-	6
Computer access: Assessment and introduction	24	4	-	-	10	10	5	5
Helping families develop essential skills for navigating systems	24	4	6	-	3	8	5	4
Person-centered planning	23	-	-	-	1	18	4	6
Use of AT to support literacy development	23	7	-	-	8	9	4	4
Basic movement and body mechanics	23	1	1	1	8	13	3	3
Hearing: Functional sign language for community living	23	2	-	-	5	15	2	3
Vision: Active learning for children with visual impairments	22	8	-	-	8	1	2	7
Teaming in the public schools	22	-	1	-	13	4	2	6
Architectural modifications	22	3	-	-	4	17	2	2
Seating and Positioning: basic	21	5	-	-	9	9	3	3
Transitioning from hospital to home / IFSP development	21	2	8	-	4	7	1	3
Battelle Developmental Inventory: Administration and scoring	20	9	1	1	6	2	1	10
Movement facilitation and intervention	20	7	-	-	11	2	-	4
Interdisciplinary teaming and decision-making	20	-	-	-	3	15	3	1
Hearing: Auditory verbal therapy	19	7	1	-	4	7	2	5
Family systems	19	3	8	-	2	2	4	4
Grief and loss	18	2	6	-	1	7	2	7
Prematurity: Introduction to reading infant behavioral cues	17	8	3	-	-	2	-	6
Preschool assessment	16	2	1	1	9	2	-	6
Seating and Positioning: Intensive	16	3	-	-	6	8	3	4
Hearing: Functional sign language advanced	15	2	-	-	3	7	2	6

Topic	Over- all 333	EI SP 76	EI RC 30	PS 3	S 87	DDSD 106	Parent 22	Other 80
Families as partners	15	-	3	1	-	5	5	4
Prematurity: Integrating neurobehavioral concepts into EI eval and assessment	14	9	1	-	3	2	-	4
Feeding: Infants born prematurely	14	14	-	-	-	-	-	1
Hearing: Communication options for children who are deaf or hearing impaired	13	4	-	-	2	4	-	6
Early oral/dental health	13	2	1	1	-	6	1	5
How to develop a community resource guide	13	1	2	-	3	3	4	4
Prematurity: Medical issues in the Neonatal Intensive Care Unit	13	8	1	-	-	1	-	4
Personal Futures Planning	12	-	8	-	1	1	1	2
Vision: VIISA training for working with preschool and children with visual impairments	11	1	-	-	6	3	-	4
Feeding: Nutrition for infants and toddlers	11	10	1	-	-	-	-	3
Hearing: Basic hearing screening II – speech pathologists and audiologists only	8	6	-	1	1	1	-	3
Hearing: ECHO training for working with children who are hearing impaired or deaf	7	2	1	-	1	2	-	2
Vision: Screening for infants and young children	7	3	-	1	2	1	1	1
Splinting: Upper extremity – basic	7	4	-	-	3	1	-	-
Vision: VIISA training for working with infants and toddlers with visual impairments	6	4	-	-	-	1	1	2
Splinting: Upper extremity – advanced	6	4	-	-	1	1	-	-
Splinting: Lower extremity – advanced	3	1	-	-	2	-	-	1
Splinting: Lower extremity – basic	3	-	-	-	2	1	-	-
Hearing: Basic hearing screening I	3	2	-	-	0	1	-	-

## STARS Team Development Needs Survey 2006

Based on recommendations from the SoonerStart field staff, the STARS Advisory Board revised the SoonerStart Team Leader survey to explore the need for regional team trainings. The survey was web-based and open from April 20 through May 20, 2005. Some surveys were faxed and mailed.

Participants included SoonerStart team leaders: lead clinicians, regional coordinators, and technical supervisors. Prior to completing the survey, each local leadership team was to discuss and identify training needs of their team.

Participants were asked to identify themselves, the county / team, and the preferred method to be contacted. They were asked to respond yes or no to the following topic areas. They were given the opportunity to request trainings not listed. If the participants responded yes to any of the topics, they were to list what specific information the team needs, and prioritize the needs.

TEAM TRAINING TOPICS	
Assessment	Inclusion / least restrictive environments
Child abuse and neglect	Natural environments
Coaching / learner focused intervention	Nutrition
Community resources	Safety in home and community visitation
Cultural diversity / cultural competence	SoonerStart mission, core values and beliefs
Developmental / functional activities	SoonerStart policies and procedures
Empowering families	Team building
Ethics	Transdisciplinary teaming and services
Evaluation	Transition process from NICUs
Evidence based practice	Transition process from SoonerStart
Family interview	Vision
Grief and loss	Working with Interpreters
Hearing	Working with other community programs
IFSP development	Other: please list

Twenty-five surveys were received. The STARS Advisory Board with the state level agency coordinators will review the results and provide follow-up and assist with identifying personnel and resources for the trainings. Each team leader will be contracted.

## Additional Information and Questions

For additional information and questions, please contact Julie Smith by telephone at (405) 271-2131, extension 47120 or by email at [julie-smith@ouhsc.edu](mailto:julie-smith@ouhsc.edu). The 2005 STARS Course Evaluations and Annual Report can be accessed on the STARS website: [www.ah.ouhsc.edu/tolbert](http://www.ah.ouhsc.edu/tolbert).

